

POSITION DESCRIPTION

TITLE: **DIRECTOR OF LIBRARY MEDIA SERVICES**

REPORTS TO: **Assistant Superintendent of Curriculum and Instruction**

SUPERVISES: **Library Media Center Program and Technology**

PRIMARY FUNCTION: **Administers and supervises the library media center and technology programs of the district**

QUALIFICATIONS:

- Education:**
1. Teaching Certificate K-12
 2. Library Media Specialist
 3. Masters in either Library Science or Technology
- Experience:**
1. Two years of successful teaching
 2. Two years of professional experience as an Instructional Media Technologist or Library Media Specialist

EMPLOYMENT TERMS: **Length of Year: 12 months**
Length of Day: 8 hours

GENERAL ADMINISTRATIVE RESPONSIBILITIES

1. Develop a vision of excellence for library media programs including personnel, resources, facilities, and technology
2. Evaluate the assigned areas of responsibility for needed improvements in policies, programs, procedures, and staff performance using the goals and objectives set by the Superintendent of Schools.
3. Prepare recommendations for policy, program, procedure or staff changes to reinforce or improve performance in the area of responsibility.
4. Develop organized plans for implementing approved changes in policy, program, procedure or staff changes.
5. Evaluate the performance of areas of responsibility in relation to the district's overall goals and objectives.
6. Maintain effective working relationships with supervisors, peers, and subordinates.
7. Utilize assigned staff members effectively through the use of such management tools as delegation, staff development, planning for key position replacements, and encouragement of suggestions for improvements.

- 8. Maintain a high level of personal knowledge regarding new developments and techniques in the field of professional specialization.**
- 9. Supervise and participate in evaluation of department staff to provide efficient service to the district.**
 - 9.1 Provide input for evaluation instrument.**
 - 9.2 Observe librarian based on the adopted evaluation instrument.**
 - 9.3 Share the evaluation with the principal.**
- 10. Communicate effectively orally and in writing, proposals, evaluations, responses to inquiries and analysis of program performance.**

SPECIFIC RESPONSIBILITIES

- 1. Provide advisory and consultant services to media staff, classroom teachers, and other district personnel.**
 - 1.1 Serve as media specialist to teachers and students.**
 - 1.2 Provide leadership in using newer technologies for instruction.**
 - 1.3 Provide inservice and hands-on training as needed.**
 - 1.4 Plan and/or participate in special projects or proposals.**
- 2. Develop and maintain an up-to-date manual of policies and guidelines in school offices and media centers.**
 - 2.1 Annually review policy manual in relationship to divisional and departmental goals.**
 - 2.2 Establish and maintain a review advisory committee.**
 - 2.3 Provide material to be evaluated for inclusion.**
 - 2.4 Establish calendar of yearly activities reflective of policies and guidelines.**
 - 2.5 Recommend new policies and procedures to meet district goals.**
- 3. Arrange for and contribute to staff development programs for teachers, supervisors, and media center staff in the use of materials, equipment and personnel.**
 - 3.1 Develop media request forms to provide efficient setups.**
 - 3.2 Continually demonstrate and instruct library/media staff and other personnel individually or in groups in the use of the library media center media and equipment.**
 - 3.3 Design and provide workshops for librarians.**
 - 3.4 Encourage participation of local authors, featured speakers, subject specialists, and recognized leaders in media to emphasize and encourage the use of new technologies and to enhance learning.**
 - 3.5 Encourage professional media center staff participation and leadership in state, local, and district-wide staff development programs and activities.**
- 4. Coordinate the selection, acquisition, processing and maintenance of materials and equipment for professional and school library media centers.**
 - 4.1 Use a district adopted selection policy based on state guidelines.**
 - 4.2 Select materials and equipment which support the curriculum and promote the school's educational philosophy.**

- 4.3 Use approved business procedures for ordering and reviewing materials and equipment.**
 - 4.4 Process and organize for circulation the educational media and equipment according to professional standards established by AASL, state and local sources.**
 - 4.5 Inform librarians, teachers, and administration of new materials and equipment.**
 - 4.6 Establish and/or follow procedures for preventive maintenance and repair of media equipment.**
 - 4.7 Assist in production of materials as feasible.**
 - 4.8 Encourage staff to annually weed and re-evaluate their collection to assure a current, well-balanced collection.**
- 5. Provide for the cooperative evaluation of programs, services, facilities, and materials to assure optimum use.**
 - 5.1 Evaluate programs, services, materials, and facilities on a continuous basis through monthly reports identifying strengths and weaknesses.**
 - 5.2 Develop long and short range plans for making changes based on evaluations.**
 - 5.3 Demonstrate knowledge of the general curriculum and observe recommended steps of teaching skills, storytelling, book talks, etc.**
 - 5.4 Communicate continuously with principals about program progress.**
- 6. Prepare and administer budgets according to needs and objectives of the library media program within administrative guidelines.**
 - 6.1 Evaluate and identify needs, enrollment and requests to maintain standards.**
 - 6.2 Submit budget proposals based on needs and objectives of the library media centers and central processing program and audio-visual services.**
 - 6.3 Plan expenditures of allocated funds to meet short and long term goals.**
 - 6.4 Monitor expenditure records of all purchases for the library media center.**
 - 6.5 Provide updates three times a year to library media specialist.**
 - 6.6 Work with purchasing to provide cooperative buying and standardization of media equipment.**
- 7. Establish and implement procedures for effectively delivering library media services, both professional and technical.**
 - 7.1 Encourage independent use of the facility, collection and equipment by students and staff.**
 - 7.2 Plan with librarians to identify and implement the library media center skills curriculum within the classroom curriculum.**
 - 7.3 Promote the development of reading skills and reading appreciation.**
 - 7.4 Encourage librarians to cooperate with teachers in designing and implementing a functional study skills program.**
 - 7.5 Emphasize and promote learned behavior.**
 - 7.6 Make long range plans which guide the development of the library media center toward the goal of complete integration into the overall school program.**

- 8. Maintain a public relations program to inform the community of the library media activities.**
 - 8.1 Establish a PR Committee.**
 - 8.2 Encourage librarians to contribute to the school newsletter, staff bulletin, and general school letter and all activities.**
 - 8.3 Inform administration and/or appropriate personnel of library related activities.**
 - 8.4 Compile a booklet of ideas for librarians containing suggestions and ideas for publicizing library services and resources.**
- 9 Participate in district-wide curriculum study, evaluation and revision and alert librarian to effect anticipated change.**
 - 9.1 Inform staff of findings and recommendations.**
 - 9.2 Promote flexibility and versatility to implement a changed or revised curriculum.**
 - 9.3 Serve on committee involved with designing learning experiences for students, curriculum revision or textbook adoption as information facilitator to librarians.**
- 10. Recognize that the role of effective information retrieval and use is critical to the total educational process.**
 - 10.1 Encourage the use of new technologies.**
 - 10.2 Develop and implement policies and procedures for the operation of high tech library media centers.**
 - 10.3 Provide leadership in using newer technologies for instruction.**
- 11 Train and supervise library service clerical and technical staff to provide efficient service to district.**
 - 11.1 Supervise all of the operations, policies and practices.**
 - 11.2 Supervise the processing and delivery of all materials.**
 - 11.3 Train and supervise all support personnel in the performance of their duties.**
- 12. Perform other duties as assigned by the Assistant Superintendent for Curriculum and Instruction.**

Position Description
Director of Library Media Services-
Columbia Public Schools (7 Pages)

JOB DESCRIPTION FOR LIBRARY MEDIA SPECIALIST

JOB TITLE: BUILDING LIBRARY MEDIA SPECIALIST

REPORTS TO: Building Principal(s) and/or Director of Media Services

QUALIFICATIONS:

- Minimum:**
1. Bachelor's Degree
 2. Valid Missouri Teaching Certificate
 3. Certification for school library media specialist K-12

- Preferred:**
1. Master's Degree with major concentration in library/media

DESCRIPTION:

* In the area of *Administration, Management, and Supervision* the library media specialist shall:

1. Adopt a media philosophy.
2. Formulate long-and short-range goals and propose implementation and evaluation to achieve them.
3. Utilize the district's adopted selection policy to develop a collection of resources that enhance teaching and learning.
4. Maintain open channels of communication throughout the district and community.
5. Establish a public relations program that will effectively inform both school and community of library media program activities.
6. Maintain professional resources for teachers, inform them about new materials, and involve them in selection.
7. Foster an atmosphere which encourages student and faculty usage.
8. Assist in the selection, training, scheduling, supervising, and evaluating of building library media support personnel as well as student assistants and volunteers.
9. Adopt an approved, comprehensive and efficient system of cataloging and classifying all resources.
10. Maintain accurate records of library media center holdings including acquisition, circulation, and maintenance.
11. Establish a plan for acquisition and replacement of hardware and software.

12. Execute a maintenance program for material and equipment.
13. Organize the storage and handling of all resources for convenience, availability, and effective use.
14. Provide for the use, design, and production of materials.
15. Assist teachers, students and staff in the production of supplementary teaching/learning materials.
16. Investigate and evaluate products, services and equipment available for purchase or lease/rental.
17. Maintain a collection of publisher and vendor catalogs in the library media center.
18. Coordinate daily operation of building library media center.

* In the area of *Planning, Curriculum, and Responsibilities* the library media specialist shall:

19. Prepare an annual budget for the library media center and submit to proper administration.
20. Participate in curriculum planning by collaborating with classroom teachers to design, implement, and evaluate instructional units.
21. Introduce and publicize resources and prepare bibliographies.
22. Be informed and knowledgeable about school philosophy, curriculum instruction, and the total educational program.

* In the area of *Instruction* the library media specialist shall:

23. Provide orientation to staff and students through inservice programs.
24. Provide information literacy skills instruction.
25. Convey enthusiasm for books and reading through specific activities and individual guidance promoting the development of reading skills and appreciation.

* In the area of *Technology* the library media specialist shall:

26. Promote the use of technology as an information resource.
27. Train students and teachers in the effective use of technology.
28. Serve on building and district-wide technology committees.
29. Instruct students to be discerning, responsible, and ethical users of information.

* In the area of *Professionalism* the library media specialist shall:

30. Have a working knowledge of national and state legislation affecting the school library media program and apply this to library media center operations.
31. Keep educationally and professionally informed by participating in professional organizations, coursework, workshops, conferences, and by the reading of professional literature.
32. Work to coordinate resources and activities with area libraries.
33. Attend faculty meetings and other appropriate staff meetings.

Job Description
Library Media Specialist
(Lee's Summit) 2 pages

Library Media Clerk (2 Pages)

Coordinator of Technology (2 Pages)

Supervisor Technical Support (2 Pages)

Network/Computer Hardware Specialist (2 Pages)

Technology Clerk (2 Pages)

AV Technician (1 Page)

MEDIA SPECIALIST PERFORMANCE BASED EVALUATION

During the 1995-96 school year, Columbia Public School Media Specialists revised the performance based evaluation from the Missouri Comprehensive Program Model Structure. The performance based evaluation developed criteria to be used in the evaluation of Media Specialists. Because the evaluation criteria for Media Specialists relate directly to the Media Center, it is suggested that the evaluator confer with the Media Specialist early in the school year.

Included in this packet are descriptors and sample forms which may be used in evaluating the performance of the Media Specialist. The format is the same as used in the teacher evaluation process and reflect the criteria identified for Media Specialists. This packet includes the following:

1. Criteria for Performance Based Evaluation
2. Evaluation Criteria with Descriptors
3. Formative Observation/Conference Form
4. Pre-Observation/Worksheet
5. Professional Growth Plan Form
6. Summative Evaluation Form

CRITERIA FOR PERFORMANCE BASED EVALUATION

Performance Area I

Implements the management and administration of the Library/Media Center through:

- a. Prepare planning document to share with administrators for library/media center development.
- b. Active participation in the development and implementation of technology in school.
- c. Establishes and maintains an environment in which students and staff can work.
- d. Manages student behavior in a constructive manner.
- e. Selects, acquires, circulates and maintains materials and equipment in a manner which effectively supports the instructional program.
- f. Prepares statistical records and reports needed to administer the library/media center.
- g. Trains and supervises personnel (staff, students and/or volunteers) to perform duties efficiently.
- h. Plans, budgets and maintains records according to needs and obligations of the library/media center.
- i. Uses time effectively, efficiently and professionally.

Performance Area II

Implements the Instructional process through:

- a. Actively promotes the perception of the library/media center as an extension of the classroom.
- b. Supports instruction through knowledge of curricular areas.
- c. Accommodates the unique instructional needs of groups and individuals.
- d. Implements effective teaching techniques.
- e. Supports the development of literature appreciation.
- f. Initiates the development of effective research skills.

Performance Area III

Establishes effective professional and interpersonal relationships including:

- a. Demonstrates positive interpersonal relationships with students.
- b. Demonstrates positive interpersonal relationships that promote good working relationships with the staff.
- c. Demonstrates positive interpersonal relations with parent/patrons.

Performance Area IV

Fulfills professional responsibilities including:

- a. Participates in professional growth activities.
- b. Complies with building and district procedures and policies.
- c. Assumes responsibilities outside of the classroom as they relate to the school.
- d. Demonstrates a sense of professional responsibility.

EVALUATION CRITERIA WITH DESCRIPTORS

Performance Area I: Management and Administration of the Library/ Media Center.

A. Prepare planning document to share with administrators for library/media center development.

(Sample Descriptors)

- Develops an annual plan including short & long range plans for the library/media center.
- Conducts needs assessment to determine future needs of students and faculty
- _____
- _____

B. Active participation in the development and implementation of technology in school.

(Sample Descriptors)

- Participation in the building technology committee.
- Attends technology inservice.
- Provides training opportunities for faculty on technologies.
- Encourages participation of faculty members in learning new technologies.
- Keeps current on technological trends that will impact media center services.
- _____
- _____

C. Establishes and maintains an environment in which students and staff can work.

(Sample Descriptors)

- Develops, implements, and communicates policies and procedures for the operation of the library/media center.
- Maintains library/media center environment which is conducive to student learning.
- _____
- _____

D. Manages student behavior in a constructive manner.

(Sample Descriptors)

- Establishes and clearly communicates parameters for student library/media behavior.
- Exercises consistent and appropriate management of student behavior.
- Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements.
- _____
- _____

E. Selects, acquires, circulates and maintains materials and equipment in a manner which effectively supports the instructional program.

(Sample Descriptors)

- Utilizes a school district approved Selection Policy.
- Selects materials and equipment which support the curriculum and promote the school's educational philosophy.
- Uses school district business procedure for ordering and receiving materials and equipment.
- Classifies, catalogs, processes and organizes materials.
- Informs staff and students of new materials and/or equipment.

- Periodically weeds and reevaluates the collection to insure that it is current, attractive and well balanced.
- Encourages faculty and student suggestions for possible purchase.
- _____
- _____

F. Prepares statistical records and reports needed to administer the library/media center.

(Sample Descriptors)

- Prepares and submits, accurate, timely reports to officials as requested. (State report, NCA, LRC Plan, End of Year)
- Conducts a regular inventory.
- _____
- _____

G. Trains and supervises personnel (staff, students and/or volunteers) to perform duties efficiently.

(Sample Descriptors)

- Trains clerks, aides, students assistants and/or adult volunteers in clerical tasks (circulation of materials and equipment, filing, repairing) and the use of the library/media center.
- Supervises and provides appropriate feedback to media center staff members (clerk, technician, secretary).
- Provides appropriate recognition for library/media center volunteers.
- _____
- _____

H. Plans budgets and maintains records according to needs and obligations of the library/media center.

(Sample Descriptors)

- Submits realistic budget proposals based on needs and objectives of the media center program
- Plans expenditures of allocated funds to meet short- and long-term goals.
- Keeps accurate records of all disbursements for media program.
- Locates and applies for alternative sources of money (grants, awards, etc.).
- _____
- _____

I. Uses time effectively, efficiently and professionally.

(Sample Descriptors)

- Identifies and streamlines time consuming or nonessential routines when possible without lowering the quality of programs and services.
- Demonstrates flexibility (e.g. scheduling, meeting unexpected demands.)
- _____
- _____

Performance Area II: Instructional Process

A. Actively promotes the perception of the library/media center as an extension of the classroom.

(Sample Descriptors)

- Researches and provides a wide variety of resources and supplementary materials.
- Provides guidance in the selection of appropriate materials.
- Initiates interaction with colleagues in planning instructional activities for students.

- Provides instructional assistance to staff and students in integrating technology.
- Accesses resources beyond the building level.
- _____
- _____

B. Supports instruction through knowledge of curricular areas.

(Sample Descriptors)

- Plans and collaborates with teachers.
- Seeks input from students and staff for collection development.
- Evaluates and acquires materials to support instruction.
- Disseminates information on relevant resources to support instruction.
- _____
- _____

C. Accommodates the unique instructional needs of groups and individuals.

(Sample Descriptors)

- Monitors and addresses, if appropriate, students' physical, emotional and intellectual needs on an on-going informal basis.
- Provides support materials appropriate for the learning experiences and developmental levels of students.
- Provides a variety of activities which promote maximum student involvement.
- Employs a variety of techniques and activities: e.g., demonstrations, experimentation, lecturing, modeling, multisensory approaches. levels of questioning, role-playing, and self-teaching.
- _____
- _____

D. Implements effective teaching techniques.

(Sample Descriptors)

- Demonstrates ability to motivate students.
- Continuously implements innovative ideas, techniques, experiences and materials.
- Intentionally and spontaneously modifies lesson plans and teaching techniques as the learning situation requires.
- Consistently projects an enthusiasm for learning which stimulates student interest.
- Uses instructional time effectively.
- Encourages students to be self-directed learners.
- Structures the active participation of all learners.
- _____
- _____

E. Supports the development of literature appreciation.

(Sample Descriptors)

- Initiates and organizes opportunities to promote reading and reading appreciation.
- Purchases and promotes popular reading materials.
- _____
- _____

F. Initiates the development of effective research skills.

(Sample Descriptors)

- Develops strategies to enable students to access, evaluate, and use information effectively.
- Integrates “information literacy” components into all curricular areas when appropriate.
- _____
- _____

Performance Area III: Interpersonal Relationships

A. Demonstrates positive interpersonal relationships with students.

(Sample Descriptors)

- Responds positively to all students.
- Protects each student’s right to privacy and confidentiality.
- Is reasonably available to all students.
- Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups.
- Demonstrates understanding and acceptance of students with special needs.
- Frequently gives praise and constructive feedback specific to academic and behavior needs of students.
- _____
- _____

B. Demonstrates positive interpersonal relationships that promotes good working relationship with the staff.

(Sample Descriptors)

- Shares ideas and methods with other teachers and staff.
- Interacts with colleagues in a respectful, professional and friendly manner.
- Works effectively as a team player.
- Expresses views in a professional manner.
- Acknowledges the rights of others to hold different views and values.
- Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
- Informs administrators and/or appropriate personnel of media center issues.
- _____
- _____

C. Demonstrates positive interpersonal relations with parent/patrons.

(Sample Descriptors)

- Provides a climate which encourages communication among the library/media center, parents, and patrons.
- Supports and participates in parent-teacher activities.
- Handles complaints and/or challenged materials in a professional manner.
- _____
- _____

Performance Area IV: Professional Responsibilities

A. Participates in professional growth activities.

(Sample Descriptors)

- Demonstrates commitment through membership and/or or participation in professional organizations.
- Takes advantage of opportunities to learn from workshops/in-services , conferences, and coursework.
- Keeps abreast of and incorporates developments in media and technology.
- Meets with media specialists within the district to share information.
- Provides resources for professional growth of faculty.
- _____
- _____

B. Complies with building and district procedures and policies.

(Sample Descriptors)

- Follows procedures and policies applicable to a professional position.
- Selects appropriate channels for resolving concerns/problems.
- Follows policies and procedures as they relate to legal obligations concerning students.
- _____
- _____

C. Assumes responsibilities outside of the classroom as they relate to school.

(Sample Descriptors)

- Performs necessary non-instructional responsibilities.
- Willingly supports and/or sponsors school-related activities in response to school needs.

- Exercises responsibility for student management throughout the school site.
- Volunteers for activities, committees and other responsibilities that may develop during the course of the school year.
- _____
- _____

D. Demonstrates a sense of professional responsibility.

(Sample Descriptors)

- Completes duties promptly and accurately.
- Is punctual.
- Provides accurate data to the school and district as requested.
- Performs duties in accordance with established job descriptions.
- Models the behavior of a responsible professional for students and staff.
- _____
- _____

FORMATIVE OBSERVATION/CONFERENCE FORM
(Scheduled and/or Unscheduled Observations)

Media Specialist's Name

Observer's Name

SCHEDULED OBSERVATION:

Grade

Date

Time Entering

Time Leaving

UNSCHEDULED OBSERVATION:

Grade

Date

Time Entering

Time Leaving

Decisions About:

Performance Area I

Implements the management and administration of the Library/Media Center through:

- a. Prepare planning document to share with administrators for Library/Media Center development.

- b. Active participation in the development and implementation of technology in school.

- c. Establishes and maintains an environment in which students and staff can work.
- d. Manages student behavior in a constructive manner.
- e. Selects, acquires, circulates and maintains materials and equipment in a manner which effectively supports the instructional program.
- f. Prepares statistical records and reports needed to administer the library/media center.
- g. Trains and supervises personnel (staff, students and/or volunteers) to perform duties efficiently.
- h. Plans, budgets and maintains records according to needs and obligations of the library/media center.
- i. Uses time effectively, efficiently and professionally.

Performance Area II

Implements the instructional process through:

- a. Actively promotes the perception of the library/media center as an extension of the classroom.
- b. Supports instruction through knowledge of curricular areas.
- c. Accommodates the unique instructional needs of groups and individuals.
- d. Implements effective teaching techniques.
- e. Supports the development of literature appreciation.
- f. Initiates the development of effective research skills.

Performance Area III

Establishes effective professional and interpersonal relationships including:

- a. Demonstrates positive interpersonal relationships with students.
- b. Demonstrates positive interpersonal relationships that promote good working relationships with the staff.
- c. Demonstrates positive interpersonal relations with parent/patrons.

Performance Area IV

Fulfills professional responsibilities including:

- a. Participates in professional growth activities.
- b. Complies with building and district procedures and policies.
- c. Assumes responsibilities outside of the classroom as they relate to the school.
- d. Demonstrates a sense of professional responsibility.

PRE-OBSERVATION WORKSHEET

Media Specialist's Name	School		Subject Area/Grade		
	Time	Date	Time	Date	
Pre-Observation Conference....	_____	_____	Feedback Conference.....	_____	_____
Alternate.....	_____	_____	Formative Conference....	_____	_____
Scheduled Observation.....	_____	_____			

Media Specialist completes this form and discusses content with evaluator prior to scheduled observation.

1. What decisions have you made about the following:
 - a. What are the learning objectives for students?
 - b. What instructional strategies (learner and media specialist behaviors) are planned?
 - c. How will progress toward the objectives be determined?
 - d. How will the lesson be modified for students of varying abilities?
2. What would you specifically like the evaluator to observe?
3. Are there any special circumstances of which the evaluator should be aware?

White: Principal's Copy

Yellow: Media Specialist's Copy

PROFESSIONAL GROWTH PLAN FORM

Media Specialist's Name

Date

School

1. Performance area: (Circle one.)

Area I
Management and Administration of the Library/Media Center

Area II
Instructional Process

Area III
Interpersonal Relationships

Area IV
Professional Responsibilities

2. Criterion: (One *Professional Growth Plan* should be used for **each** criterion.)

3. Objective(s): (See descriptors for suggestions.)

4. Procedures for achieving objective(s):

a. Plans to expand knowledge base:

b. Plan for implementation:

c. Appraisal method and target dates:

MEDIA SPECIALIST'S COMMENTS:

EVALUATOR'S COMMENTS:

Media Specialist's Signature/Date

Evaluator's Signature/Date

Date Achieved

Media Specialist's Signature

Evaluator's Signature

(Signatures simply indicate that information has been discussed.)

White: Principal's Copy

Yellow: Media Specialist's Copy

SUMMATIVE EVALUATION FORM FOR MEDIA SPECIALISTS

Columbia School District

Teacher: _____ School: _____ Assignment: _____ Date: _____

PERFORMANCE AREA I... Management and administration of the library/media center

CRITERIA	PERFORMANCE LEVELS			COMMENTS
	<i>Must Improve</i>	<i>Developing</i>	<i>Meeting Expectations</i>	
A. Prepares planning document to share with administrators for library/media center development	Shows little or no evidence of planning for media center development <input type="checkbox"/>	Occasionally plans for media center development <input type="checkbox"/>	Consistently plans for media center development. <input type="checkbox"/>	
B. Active participation in the development and implementation of technology in the school	Shows little or no evidence in utilizing and promotion of technology in the school. <input type="checkbox"/>	Occasionally utilizes and promotes technology in the school. <input type="checkbox"/>	Consistently utilizes and promotes technology in the school. <input type="checkbox"/>	
C. Establishes and maintains an environment in which students and staff can work	Displays little or no skill in providing an environment where students and staff can work. <input type="checkbox"/>	Occasionally provides an environment where students and staff can work. <input type="checkbox"/>	Consistently provides an environment where students and staff can work. <input type="checkbox"/>	
D. Manages student behavior in a constructive manner	Displays little or no skill in managing student behavior. <input type="checkbox"/>	Occasionally manages student behavior <input type="checkbox"/>	Consistently manages student behavior. <input type="checkbox"/>	
E. Selects, acquires, circulates and maintains materials and equipment in a manner which effectively supports the instructional program	Demonstrates little knowledge in the selection, ordering, classifying of materials for effective use. <input type="checkbox"/>	Demonstrates limited knowledge in the selection, ordering, classifying of materials for effective use. <input type="checkbox"/>	Consistently demonstrates knowledge in the selection, ordering, classifying of materials for effective use. <input type="checkbox"/>	
F. Prepares statistical records and reports needed to administer the library/media center.	Displays little or no evidence of maintaining reports needed to administer the media center. <input type="checkbox"/>	Occasionally provides reports needed to administer the media center. <input type="checkbox"/>	Consistently provides reports needed to administer the media center. <input type="checkbox"/>	
G. Trains and supervises personnel (staff, students and/or volunteers) to perform duties effectively.	Displays little or no skill in training personnel to perform duties efficiently. <input type="checkbox"/>	Occasionally trains personnel to perform duties efficiently. <input type="checkbox"/>	Consistently trains personnel to perform duties efficiently. <input type="checkbox"/>	

SUMMATIVE EVALUATION FORM FOR MEDIA SPECIALISTS

Columbia School District

Teacher: _____ School: _____ Assignment: _____ Date: _____

PERFORMANCE AREA I... Management and administration of the library/media center (cont.)

CRITERIA	PERFORMANCE LEVELS			COMMENTS
	<i>Must Improve</i>	<i>Developing</i>	<i>Meeting Expectations</i>	
<i>H. Plans budgets and maintains records according to needs and obligations of the library/media center.</i>	Displays little or no skill in budgetary matters of the media center. <input type="checkbox"/>	Maintains budgets, but exceeds budgeted amount occasionally. <input type="checkbox"/>	Consistently maintains budgets without over expenditures. <input type="checkbox"/>	
<i>I. Uses time effectively, efficiently, and professionally.</i>	Shows little or no evidence of using time effectively, efficiently, and professionally. <input type="checkbox"/>	Occasionally uses time effectively, efficiently, and professionally. <input type="checkbox"/>	Consistently uses time effectively, efficiently, and professionally. <input type="checkbox"/>	

PERFORMANCE AREA II... Instructional Process

<i>A. Actively promotes the perception of the library/media center as an extension of the classroom.</i>	Shows little or no evidence of promoting the media center as an extension of the classroom. <input type="checkbox"/>	Occasionally promotes the media center as an extension of the classroom. <input type="checkbox"/>	Consistently promotes the media center as an extension of the classroom. <input type="checkbox"/>	
<i>B. Supports instruction through knowledge of curricular areas.</i>	Demonstrates insufficient knowledge of curricular areas. <input type="checkbox"/>	Demonstrates limited knowledge of curricular areas. <input type="checkbox"/>	Demonstrates appropriate knowledge of curricular areas. <input type="checkbox"/>	
<i>C. Accommodates the unique instructional needs of groups and individuals.</i>	Does not provide for unique instructional needs of groups and individuals. <input type="checkbox"/>	Often provides for unique instructional needs of groups and individuals. <input type="checkbox"/>	Provides opportunities for instructional needs of groups and individuals. <input type="checkbox"/>	
<i>D. Implements effective teaching techniques.</i>	Shows little or no effective teaching techniques. <input type="checkbox"/>	Often uses effective teaching techniques. <input type="checkbox"/>	Uses effective teaching techniques. <input type="checkbox"/>	
<i>E. Supports the development of literature appreciation.</i>	Displays little or no skills in supporting the development of literature appreciation. <input type="checkbox"/>	Occasionally supports the development of literature appreciation. <input type="checkbox"/>	Consistently supports the development of literature appreciation. <input type="checkbox"/>	

SUMMATIVE EVALUATION FORM FOR MEDIA SPECIALISTS

Columbia School District

Teacher: _____ School: _____ Assignment: _____ Date: _____

PERFORMANCE AREA II ... *Instructional Process (cont.)*

CRITERIA	PERFORMANCE LEVELS			COMMENTS
	<i>Must Improve</i>	<i>Developing</i>	<i>Meeting Expectations</i>	
F. Initiates the development of effective research skills.	Displays little or no skills in initiating the development of effective research skills. <input type="checkbox"/>	Occasionally supports development of effective research skills. <input type="checkbox"/>	Consistently supports the development of effective research skills. <input type="checkbox"/>	

PERFORMANCE AREA III... *Interpersonal Relationships*

A. Demonstrates positive interpersonal relationships with students.	Does not demonstrate positive interpersonal relationships with students. <input type="checkbox"/>	Often demonstrates positive interpersonal relationships with students. <input type="checkbox"/>	Demonstrates positive interpersonal relationships with students. <input type="checkbox"/>	
B. Demonstrates positive interpersonal relationships that promote good working relationships with the staff.	Does not demonstrate positive interpersonal relationships that promote good working relationships with the staff. <input type="checkbox"/>	Often demonstrates positive interpersonal relationships that promote good working relationships with the staff. <input type="checkbox"/>	Demonstrates positive interpersonal relationships that promote good working relationships with the staff. <input type="checkbox"/>	
C. Demonstrates positive interpersonal relationships with parents/patrons.	Does not demonstrate positive interpersonal relationships with parents/patrons. <input type="checkbox"/>	Often demonstrates positive interpersonal relationships with parents/patrons. <input type="checkbox"/>	Demonstrates positive interpersonal relationships with parents/patrons. <input type="checkbox"/>	

PERFORMANCE AREA IV... *Professional Responsibilities*

A. Participates in professional growth activities	Does not participate in professional growth activities. <input type="checkbox"/>	Occasionally participates in relevant professional growth activities. <input type="checkbox"/>	Participates in relevant professional growth activities. <input type="checkbox"/>	
--	--	--	---	--

SUMMATIVE EVALUATION FORM FOR MEDIA SPECIALISTS
Columbia School District

Teacher: _____ School: _____ Assignment: _____ Date: _____

PERFORMANCE AREA IV ... Professional Responsibilities (cont.)

CRITERIA	PERFORMANCE LEVELS			COMMENTS
	<i>Must Improve</i>	<i>Developing</i>	<i>Meeting Expectations</i>	
<i>B. Complies with building and district procedures and policies.</i>	Does not comply with building and district procedures and policies. <input type="checkbox"/>	Often complies with building and district procedures and policies. <input type="checkbox"/>	Fully complies with building and district procedures and policies. <input type="checkbox"/>	
<i>C. Assumes responsibilities outside of the classroom as they relate to school.</i>	Does not assume out-of-class responsibilities. <input type="checkbox"/>	Often assumes out-of-class responsibilities. <input type="checkbox"/>	Performs out-of-class responsibilities for smooth operation of the school. <input type="checkbox"/>	
<i>D. Demonstrates a sense of professional responsibilities.</i>	Does not fulfill directed school responsibilities. <input type="checkbox"/>	Often fulfills directed school responsibilities. <input type="checkbox"/>	Fulfills school directed responsibilities. <input type="checkbox"/>	

Media Specialist's Signature

Date

Evaluator's Signature

Date

Library Media Coordinator (5 Pages)

Secondary Library Clerks and
Elementary Library Media Managers (4 Pages)

